DOCUMENT RESUME

ED 463 840 PS 030 243

AUTHOR	Morrison, Julie, Ed.; Schlesinger, Ann, Ed.
TITLE	A Side-by-Side Comparison of Federal and State Early Education Regulations and Requirements Affecting Early Care and Education in Connecticut, Fall 2001.
INSTITUTION	Connecticut Head Start State Collaboration Office, Hartford.
SPONS AGENCY	Administration for Children and Families (DHHS), Washington, DC.
PUB DATE	2001-00-00
NOTE	45p.; Produced with the QUILT Project (Quality in Linking Together Early Education Partnerships), Education Development Center, Inc.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Comparative Analysis; *Day Care; *Early Childhood Education; *Federal Regulation; Partnerships in Education; Public Policy; *State Regulation
IDENTIFIERS	*Connecticut; Day Care Regulations

ABSTRACT

In order to advance early childhood education and services across the state of Connecticut, early education leaders at the federal, state, and local levels were convened by the Connecticut Head Start-State Collaboration Project to identify each funder's requirements in key categories and to discuss specific policies and practices of those requirements. This report presents a side-by-side comparison of federal and state early education regulations and requirements affecting early care and education. The regulations and requirements are presented for the following agencies: (1) U.S. Department of Health and Human Services/Administration for Children and Families (Head Start and Child Care and Development Fund block grants); (2) Connecticut State Department of Education (SDE) (State Head Start and School Readiness Severe Need Districts); (3) Department of Social Services (DSS) (State-funded centers, Child Care Assistance Program Subsidies, and Quality Enhancements); and (4) Joint SDE and DSS programs (Grants for Slot Expansion and Quality Enhancement). Requirements and regulations are delineated in the following areas: (1) philosophical underpinnings; (2) service standards/scope related to child education, child literacy, disability services, transition, parent education/training/employment, parent and community collaboration, family literacy, family services, health services/policies, nutrition services, mental health services; (3) service requirements, including eligibility, length of day/year and service options; (4) staffing, including qualifications/training requirements, teacher-child ratios, and staff development; (5) facilities, including new construction/renovation and health/safety standards; (6) technical assistance/training mechanisms, including funding resources and topics; (7) outcomes and measures; (8) program review/monitoring, including program and fiscal monitoring and state licensing; (9) funding, including per child cost; and (10) additional funding, including expansion grants and opportunities for statewide initiatives. (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 463 840

A Side-by-Side Comparison of Federal and State Early Education Regulations and Requirements Affecting Early Care and Education in Connecticut

Fall 2001

PS 030243

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Grace Whitney
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

A Joint Project of the Connecticut Head Start Collaboration Office and the QUILT Project

BEST COPY AVAILABLE

ACKNOWLEDGEMENTS

The individuals listed below and the organizations they represent participated throughout the process of developing this document. Their active participation, significant contributions,thoughtfulness, questions, information-sharing, and attention to detail made the document possible.

Camille Jackson Alleyne	Connecticut Department of Education
George Barnwell	DHHS/ACF Region I/Head Start
Maryellen Connors	DHHS/ACF Region I/Head Start
Dona Ditrio	NEON Head Start
Pat Doolan	Litchfield County Head Start/Education Connection
Louise Eldridge	DHHS/ACF Region I
Paul Flinter	Connecticut Department of Education
Mary Guertin	TVCCA Head Start
Ruby Hugh	DHHS/ACF Region I/Child Care
Peter Palermino	Connecticut Department of Social Services/Child Care
Sheila Skiffington	Education Development Center, Inc./QUILT Project
Susan Sponheimer	Stamford Head Start
Joy Staples	Connecticut Department of Education
Richard Stirling	DHHS/ACF Region I
Eileen Triber	Trumbull/Monroe Head Start
Grace Whitney	Connecticut Head Start-State Collaboration Project
Sue Wilson	Connecticut Department of Social Services/Child Care

Special thanks goes to Julie Morrison and Ann Schlesinger, staff from the QUILT project at EDC in Newton, Massachusetts, for their talents and untiring efforts in designing and editing the document. We also thank Joy Staples and Sue Wilson for their help in determining the final format for presenting the information.

AN OVERVIEW OF THE PROCESS

This ***Side-by-Side Comparison of Federal and State Requirements Affecting Early Care and Education in Connecticut*** represents the work of a dedicated group of individuals committed to advancing early childhood education and services across Connecticut. In the spring of 1999, the Connecticut Head Start-State Collaboration Project convened the group, comprised of early education leaders at the federal, state, and local levels. The QUILT Project at Education Development Center, Inc., was engaged to guide and facilitate this process. Initially, these leaders met to discuss early education partnership issues that the group identified. During this discussion, the group recognized the need to deepen their knowledge and understanding of one another's programs. The group decided to embark on a process that identified each funder's requirements in key categories and to discuss the specific policies and practices of those requirements.

Through discussions of each program's statutory authority, policies and practices, commonalities, and distinctions, the group recognized new possibilities for coordination. As a result of this process, state and federal leaders carry with them new knowledge and understanding for making policy decisions and shaping the future for Connecticut's young children and their families.

Information provided in this document is current as of November 2001. It is intended to be used only for comparison purposes. In order to understand the requirements in detail, the full documents must be read. Some of these are online at the following Web addresses:

Head Start Program Performance Standards:	www.acf.dhhs.gov/programs/hsb
Child Care and Development Fund:	www.acf.dhhs.gov/programs/ccb/policy1/index.htm
Conn. Department of Social Services:	www.dss.state.ct.us/ccare/ccare.htm
Conn. Department of Education:	www.state.ct.us/sde
Connecticut Charts-A-Course:	www.ctcharts-a-course.org

If you have any questions about this document, please contact Grace Whitney, Connecticut Head Start-State Collaboration Project—phone: 860-424-5066, email: grace.whitney@po.state.ct.us

The Connecticut Head Start-State Collaboration Project and the QUILT Project are funded by the U.S. Department of Health and Human Services, Administration for Children and Families

	U.S. Department of Health and Human Services/Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness Severe Need Districts
	Head Start *Categorical Grant Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	
➲ Philosophical Underpinnings						
Purpose/Mission	social competence/ school success for child by enhancing social and cognitive development; family involvement and decision-making key principles to service design and delivery; at least 10% of enrollment must be children with documented disabilities	increase availability, affordability, and quality; focus on parental choice; maximum flexibility for states; strengthen the role of family; improve quality and coordination among programs and coordination of service delivery; respond to families' changing needs; support TANF work provisions; child care to achieve independence from public assistance	same as DHHS/Head Start; also to: support parents employed or in training; respond to special needs of children and families	focus this year: enhance child/family literacy development; (annual quality priorities identified by commission)	same as DHHS/Head Start; also to: support parents employed or in training; respond to special needs of children and families	see Priority School Districts→

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
significantly increase the number of spaces in accredited and/or approved programs for young children to provide greater access to high-quality school readiness programs; significantly increase the number of spaces for young children to receive full-day, full-year school readiness and child day care to meet family needs and enable parents to become employed; and establish a shared cost for such school readiness and child day care programs among the state and its various agencies, the communities and families	improve the quality of School Readiness and non-School Readiness programs; including family child care providers and kith and kin providers.	full day/full year quality care and education for children from low and moderate income working families	supports low income working and TANF families to access child care setting of their choice; supports special target populations as defined by state or federal statute	improve the quality of child day care providers and enhance services to children and parents

BEST COPY AVAILABLE

	U.S. Department of Health and Human Services, Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
Key Provisions	Head Start Program Performance Standards/ services shaped by documented local needs and by local decision making bodies; individualized case management in all specialty areas (i.e. mental health, nutrition, family services, etc.)	parental choice; maximum flexibility to states; minimum 4% on quality (statutory guidance-state decision about priorities); maximum 5% state administrative costs; lead agency-single point of contact which retains overall responsibility for CCDF administration (lead agency can share admin. with other entities), usually a state office	maximum 5% local program administrative cost; available to states complying with existing formula	_____	maximum 5% local program administrative cost	see Priority School Districts→
➲ **Service Standards/Scope**						
Program Management/ Governance ☞ **State** ☞ **Community** ☞ **Provider**	***provider:*** parent decision making body; 51% must be present Head Start parents; representation must reflect program's options/service design & population served ***state & community:*** no specific requirements	***provider & community:*** no specific requirements ***state:*** public input on plan development—at least one public hearing; coordination with other public and private agencies	same as DHHS/Head Start	_____	same as DHHS/Head Start	see Priority School Districts→

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
must meet NAEYC standards, Head Start standards or CT Plus standards; the Benchmark document gives expected child outcomes; School Readiness Councils oversee, identify needs; School Readiness Councils establish local policy to ensure compliance with legislative requirements including the implementation of the 10 quality components.		must meet NAEYC standards; unit rate reimbursement; continuing contracts with community-based organizations and municipalities; performance measures; local needs determine the age of children served which can include infants, toddlers, preschoolers and school age	federal and state regulations govern implementation and lay out key provisions	allows for variety of activities ranging from provider training to family day care networks to start-up expenses to consultants
provider & community: parents must be involved in the decision making process through membership on the local School Readiness Councils and opportunities provided at the local program level	School Readiness Councils and local vendors	***provider:*** local board of directors or municipality	***provider:*** non-profit status; varies dependant on respective provider	state, community, and local organizations

	U.S. Department of Health and Human Services/Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness Severe Need Districts
	Head Start *Categorical Grant Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	
Child Education	developmentally and linguistically appropriate, individualized, integrated, balanced, written curriculum that encompasses all specialty areas and is based on sound child development principles; parents integrally involved in the development of curriculum; minimum of 2 teacher home visits and 2 parent conferences required	no CCDF federal requirements; state decisions—state child care licensing standards or more stringent requirements as lead agency requires	same as DHHS/Head Start	———	same as DHHS/Head Start	see Priority School Districts→

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
programs must meet NAEYC standards, Head Start standards, or Connecticut Standards for Preschool Programs The Preschool Curriculum Framework and Student Benchmarks for Children in Preschool Programs—gives guidance on curriculum content and outcomes for children	School Readiness Council discretion	programs must meet NAEYC standards	governed by respective child care providers	not applicable

	U.S. Department of Health and Human Services/Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant* *Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
Child Literacy	demonstrated literacy & numeric skills; specific requirements included in Head Start Act; Head Start programs are required to ensure that children meet certain early literacy measures, including recognizing some letters and associating sounds with written words	no CCDF federal requirements; state decisions—state child care licensing standards or more stringent requirements as lead agency requires	same as DHHS/Head Start	focus on child literacy initiatives	same as DHHS/Head Start	see Priority School Districts→

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
literacy component requires incorporation of appropriate pre-literacy practices into the curriculum and professional development in pre-literacy skills for teachers. also includes referrals for families and access to: -family literacy programs and adult education programs -public library services -other opportunities that afford families the opportunity to become involved in literacy and continuing education of their children Technical assistance available through the Early Literacy Concept Paper.	School Readiness Council discretion	determined by local centers	governed by respective child care providers	pilot project with 5 early childhood programs

	U.S. Department of Health and Human Services Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
Disability Services	program disabilities services plan for meeting special needs of children and their families; must designate a disabilities services coordinator; procedures for: screening, evaluation/testing, and follow-up; referrals to and collaboration & agreement with local education agency; facility and environment modifications; special education and related services; Individual Education Plan (IEP) for children 3-5; Individual Family Services Plan (IFSP) for children and families birth-3	no CCDF federal requirements; state decisions—state child care licensing standards or more stringent requirements as lead agency requires	same as DHHS/Head Start	———	same as DHHS/Head Start	see Priority School Districts→
Transition	procedures for child and family transition-into and out of program; coordination with other agencies/schools to ensure the transfer of relevant records and continuity of programming	no CCDF federal requirements; state decisions; lead agency (state) encouraged to coordinated with public education agencies for child care planning and development	same as DHHS/Head Start	———	same as DHHS/Head Start	see Priority School Districts→

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
program must be inclusive and provide specific staff training, program accommodations and collaboration for inclusion of children with special needs and for continuity of services between preschool and special education T.A. ALERT SR-99-02 T.A. ALERT SR-99-03	School Readiness Council discretion	determined by local centers	allows for extra payment if provider documents need for extra costs to serve child with special needs	supports curriculum development and ongoing consultation for providers
program must develop a plan for transition to kindergarten; State Department of Education provides technical assistance through the ALERT TA-99-01	School Readiness Council discretion	determined by local centers	governed by respective child care providers	_____

	U.S. Department of Health and Human Services Administration for Children and Families (DHHS ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
Parent Education, Training, Employment	assist families towards self-sufficiency; parent education in all specialty areas; promote positive family-child interactions; formal and informal networks in the community for education, employment training, and employment services	consumer education information regarding child care choices; lead agency encouraged to coordinate with employment and employment-related state agencies; support for public-private partnerships	same as DHHS/Head Start; parent can have a special need	_____	same as DHHS/Head Start	see Priority School Districts→
Parent & Community Collaboration	extensive parent/community involvement & decision making; family partner-ship strength-based approach; collaboration with other community agencies to prevent duplicative efforts and maximize resources	with regard to plan development—description of coordination and consultation processes regarding plan development—including activities promoting business involvement; description of public hearing process on proposed child care plan	same as DHHS/Head Start	_____	same as DHHS/Head Start	see Priority School Districts→

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
collaboration with community agencies for referrals; referrals to adult education and job training; programs required to provide support for parent partnership in education of children T.A. ALERT SR-TA 00-01	School Readiness Council discretion	determined by local centers	governed by respective child care providers	_____
community collaborative component requires: -the coordination of resources -the elimination of duplicative services -the utilization of unique community resources particular to the municipality parent involvement required through parent partnership at local level in education of their children T.A. ALERT 00-01	School Readiness Council discretion	determined by local centers	governed by respective child care providers	_____

	U.S. Department of Health and Human Services Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
Family Literacy	parent training; T/TA initiative focused on parent literacy training; Head Start agencies must collaborate with Even Start programs	no CCDF federal requirements; state decisions—state child care licensing standards or more stringent requirements as lead agency requires	same as DHHS/Head Start	focus this year to enhance child/family literacy development	same as DHHS/Head Start	see Priority School Districts→
Family Services	family services/home visits; comprehensive family services including substance abuse counseling; family-focused home visits; family goal setting through partnership agreement process/individualized, strength-based case management with enrolled families; emergency/crisis assistance	no CCDF federal requirements; State decisions	same as DHHS/Head Start	_____	same as DHHS/Head Start	see Priority School Districts→

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
collaboration and referral to: -family literacy -adult education -ESL	School Readiness Council discretion	determined by local centers	governed by respective child care providers	——— ———
parent component requires: -parent involvement, parenting education and outreach -home school partnership—to include the opportunities and activities provided by the program to assist parents by involving them in decision making and policy efforts	School Readiness Council discretion	determined by local centers	governed by respective child care providers	———

	U.S. Department of Health and Human Services/Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Yes	Quality	Extension of day/year Additional children	Severe Need Districts
Health Services/Policies	45-day comprehensive screening requirement (vision, hearing, medical, dental, nutritional, developmental, mental health); ensure full immunization; follow-up and treatment; individualized case management	state must certify standards in effect to protect health and safety of children; must comply with all applicable health and safety state/local requirements; children must be age-appropriately immunized (options allowed for particular exemptions/state immunizations schedules apply); encourages the link between child care and health care	same as DHHS/Head Start	———	same as DHHS/Head Start	see Priority School Districts→

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
program must have a health component which includes: -referral services and program resources that will address health needs for young children—referral for well child care, immunizations, health insurance, health and nutritional screening -Department of Public Health licensing requirements for applicable programs -program must maintain a child record including doctor's name, immunization, insurance coverage, & EPSDT screening information T.A. ALERT SR 02-01	School Readiness Council discretion	collaboration with Healthy Child Care Connecticut (HCCC) to work with communities on identification of health needs and resources	follows federal/state statutes; providers must meet health and safety guidelines; provider must maintain a child record including doctor's name, immunization, insurance coverage, & EPSDT screening information	support cooperative public education efforts with Healthy Child Care CT and Department of Public Health

	U.S. Department of Health and Human Services Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
Nutrition Services	meals and snacks in part day=at least 1/3 child's minimum daily requirements; meals and snacks in full day=1/2 to 2/3; USDA requirements followed; nutritional community & family/child data must be considered; services of a qualified nutritionist/registered dietitian required; comprehensive education for children & families; individualized case management for child/family	no CCDF federal requirements; state decisions	same as DHHS/Head Start	———	same as DHHS/Head Start	see Priority School Districts→
Mental Health Services	licensed mental health specialist requirements; child mental health assessment; referral and follow-up; individualized case management	no CCDF federal requirements; state decisions	same as DHHS/Head Start	———	same as DHHS/Head Start	see Priority School Districts→

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
-information for parents -specify involvement with Child and Adult Care Food Program/Federal Free and Reduced Lunch Program -identification of children's nutritional needs T.A. ALERT 00-03	School Readiness Council discretion	determined by local centers	governed by respective child care providers	_____
considered part of health component	School Readiness Council discretion	determined by local centers	governed by respective child care providers	supports efforts with Healthy Child Care CT and Children's Fund

	U.S. Department of Health and Human Services/Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant* *Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
➲ Service Requirements						
Family Eligibility/Income	federal poverty guidelines annually updated and based on the consumer price index; family is a recipient of TANF services; permits 10% enroll- -nt of -me	family income must not exceed 85% (state may have a lower income requirement) of state median income for family of same size; parents must be working or in a job training program; state defines requirements by such programs	same as DHHS/Head Start	_____	same as DHHS/Head Start	see Priority School Districts➔
Child Eligibility – Age and Alien Status	EHS—prebirth-3; Head Start—3-5; local program required to develop child/family selection criteria based on local needs; at least 10% of enrollment must be children with documented disability	ages 0-13 (state option to serve children up to 19 if mentally or physically incapable of caring for selves); 70% of children must be TANF or transitioning off TANF; alien status United States Department of Justice (USDOJ) regulations apply; parents must be working or in job training/ed program	same as DHHS/Head Start; also city or town must be eligible for funding	_____	same as DHHS/Head Start	see Priority School Districts➔

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
75% or below state's median income; must be resident of the city or town	parents and all types of providers within the respective community	families under 75% of state median income: 80% must be employed	TANF families which follow CT TANF work/training provisions: working families under 50% of SMI; foster families with child care need; teen parents	varies depending on project support
3 and 4 year olds	children of all ages become beneficiaries of training to providers and parents	0-12	0-12 and special needs to age 18	_____

	U.S. Department of Health and Human Services/Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
Eligibility Periods/Duration	EHS—prebirth-3 once determined income-eligible, the child is served for the duration of EHS; income determined for acceptance in Head Start—3-5; once determined income- eligible, child eligible for 2 years	No specific CCDF requirement; state has flexibility to establish its eligibility process and may establish a different eligibility period for children in collaborations between Head Start, Early Head Start and State PreK or CCDF child care than generally applies to CCDF-funded children	same as DHHS/Head Start	———	same as DHHS/Head Start	see Priority School Districts→
Length of Day/Year and Service Options	different requirements per program option—part-day center-based requirement (minimum 3.5 hrs/day; 160 days/year); home based req. (1.5 hour weekly parent home visit & 16 child & family socializations per yr.); combination option (2 to 3 center dys/wk & 8-16 home visit/yr.); family child care—regs pending	in-home child care (limitations may be imposed by lead agency); no CCDF federal requirements; state decisions; 4 categories of care: center-based; group home; family	10 hrs/day 50 wks/yr state children only—additional children beyond federal Head Start enroliment	———	10 hrs/day 50 wks/yr (wrap around existing federal program); additional children beyond federal enrollment	10 hours 5 days 50 weeks-full-day requirements; 180 hours 2.5 hrs/day-Part-day requirements

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
until child enters kindergarten	_____	eligible until child ages out or income exceeds limits	eligible until child ages out, income exceeds limits, or no child care need is documented	_____
Minimum requirements Full-day requirements: 10 hours, 5 days, 50 weeks Part-day requirements: 2.5 hrs/day, 180 hours Extended day adds hours/days/weeks to a program funded by a source other than School Readiness to make it a full-day/full-year program	_____	I/T & preschool: 10 hours a day; 5 days a week; 52 weeks a year; school age: 4 hours a day; 5 days a week; during school and 10 hours a day; 5 days a week when school is not in session	as needed by parent to match hours of work or approved training plus travel time	_____

	U.S. Department of Health and Human Services/Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
➲ Staffing						
Qualifications/ Training Requirements	teacher ECE—AA/BA or CDA; 50% of center-based teachers by year 2003 must have AA/BA or advanced degree; staff competencies specified; all teaching staff working with EHS children are considered teachers; training required in all specialty areas; a program staff development/training plan required	no CCDF federal training requirements; state decisions—state child care licensing standards apply; teachers must be at least 18 years old	same as DHHS/Head Start; other training determined by state Department of Education	———	same as DHHS/Head Start; other training determined by state Department of Education	see Priority School Districts➔

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	**Quality Enhancement (DSS Budget transfer to SDE)**	**State-Funded Centers**	**Child Care Assistance Program(CCAP) Subsidies**	**Quality Enhancements**
As of 2003, CDA and 9 college credits, AA or 4 year degree in early childhood education or child development Minimum: CDA for teachers-AA or 4 year degree; teacher assistants must meet Department of Public Health licensing requirements; staff development plan required that includes individual plans for all employees, anticipated outcomes, quality, how topics selected, number of opportunities, employee incentives; staff encouraged to participate in CT Charts-A-Course Early childhood staff required to take a minimum of 2 courses/workshops specifically focused on early childhood topics, professional development must include training in pre-literacy skills and cultural diversity	School Readiness discretion to support training	center licensing requirements head teacher - on-site for a minimum of 60% of the day all staff must be at least 20 years old; minimum of CDA or 12 ECE credits plus 180 hours of work experience over a 9 month period - high school diploma or equivalent - 1080 hours of documented supervised experience over a 9 month period, and - a current CDA or - 12 credit hrs in early childhood education or child development from an accredited institution of higher education or - approval by DPH as a Head Teacher before January 1, 1994	follows state licensing for the respective caregiver; licensed family child care requires first aid training and the provider to be 20 yrs old	support training for caregivers

	U.S. Department of Health and Human Services/Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
Teacher/Child /Ratio	3 yr olds—15-17 per class; 4 & 5 year olds—17-20 per class (double session ratios: refer to reg 1306:34); infant & toddler—1:4 ratio & maximum group size – 8	no CCDF federal requirements; state decisions—state child care licensing standards or more stringent requirements as lead agency requires	same as DHHS/Head Start	_____	same as DHHS/Head Start	see Priority School Districts→
Staff Development	annual staff performance reviews to identify training needs and to improve staff competencies	no CCDF federal requirements; state decisions	same as DHHS/Head Start	_____	same as DHHS/Head Start	see Priority School Districts→
➲ Facilities						
New Construction/ Renovation	requires grantee to secure financing; allowed with prior federal approval and detailed application	state prohibits use of funds for construction and major renovation; may make funds available for minor facility alterations to assist providers in meeting licensing standards	minor renovations; up to $75000 or as funding allows	_____	minor renovations	see Priority School Districts→

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
1:10; maximum of twenty in a class	_____	center licensing requirements: - Infants and toddlers – 1:4 ratio and maximum group of 8; - preschool – 1:10 and maximum group of 20; school age – 1:10 and maximum group of 20	center licensing requirements: - Infants and toddlers – 1:4 ratio and maximum group of 8; - preschool – 1:10 and maximum group of 20; school age – 1:10 and maximum group of 20	_____
staff development plan required that includes plans for all employees, anticipated outcomes, quality, how topics selected, number of opportunities, employee incentives; staff encouraged to participate in CT Charts-A-Course. Two courses/workshops focused on early childhood diversity and literacy required.	School Readiness Council discretion to support training	licensing requirement of 1% of staff hours	follows licensing statutes	support training for caregivers
programs may qualify for loans from CHEFA (Connecticut Health Education Facility Act)	_____	within unit rate reimbursement: centers may qualify for other state grants or loans	_____	support Child Care Facilities Loan Fund

	U.S. Department of Health and Human Services/Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant* *Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
Health/Safety Standards	state/local licensing standards apply	state must set standards for all categories of care; state/local licensing standards apply and must address prevention and control of infectious disease, building safety, and minimum health and safety training	same as DHHS/Head Start	_____	same as DHHS/Head Start	see Priority School Districts→
➲ Technical Assistance/Training Mechanisms						
Funding Resources	nationally and regionally-based cooperative agreements/ grants funded by ACF/Head Start Bureau (Quality Improvement Centers); local grantee staff development funds with approved plans	T/TA national contracts including assigned state specialists from NCCIC; CCDF set aside of no less than 4% for state to address quality issues which may include T/TA	State Department of Education entitlement	_____	State Department of Education competitive, discretionary; 25% to address quality	see Priority School Districts→
Funding Agency's Staff	assigned federal specialist	assigned federal specialist	assigned staff	assigned staff		see Priority School Districts→
Audience	Head Start community target audience/can include greater early education community	general public; early care and education communities; child care administrators/lead agency	Head Start grantees	Head Start grantees	Head Start grantees	see Priority School Districts→

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
-licensing standards where applicable; NAEYC/Head Start standards -public schools meet state and local requirements	School Readiness Council discretion on a limited basis	follow licensing requirements and NAEYC standards	follow licensing requirements and CCDF regulation for informal providers	_____
grant to Norwalk Community College for technical assistance support for programs seeking accreditation; SDE staff available for TA (also available through the TA ALERT policies) scholarship programs; contract to provide 4 credits (graduate or undergraduate) courses in selected courses for School Readiness Teams (Supervisor and Teacher) funding support to Connecticut Charts-A-Course (CCAC) for professional development	School Readiness discretion; scholarship programs	eligible for all DSS child care quality enhancement services; scholarship programs	_____	supports variety of activities for providers; scholarship programs
State Department of Education specialist/staff for School Readiness, Special Education, Nutrition, Head Start	School Readiness discretion	DSS central and part-time regional staff	CCAP contracted staff	DSS central office staff
early childhood staff, administrators, School Readiness councils	parents and providers	state center staff	parents and providers	parents and providers

	U.S. Department of Health and Human Services/Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant* *Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
Topics	includes all program specialties/issues	priorities determined by each state administrator	same as DHHS/Head Start	_____	same as DHHS/Head Start	see Priority School Districts→
➲ Outcomes and Measures						
	specifies child outcomes and indicators for demonstrating literacy, language, mathematics development, science, creative arts, social and emotional development, approaches to learning, and physical health and development	developing criteria by which to measure progress toward improving affordability, accessibility, and quality of child care				see Priority School Districts→
➲ Program Review/Monitoring						
Program Monitoring	annual program self assessment; federal review every 3 years(legislative provision-Section 641A(c)(2)(D); requirement for ongoing local oversight systems	US DHHS reviews/approves lead agency's two year state plan; lead agency required to monitor its programs and services	same as DHHS/Head Start	_____	same as DHHS/Head Start	see Priority School Districts→

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
all program and/or staff issues and quality improvement	School Readiness discretion	program discretion	as needed	as needed
·ograms are required to ıeasure progress and ıtcomes of children entering ndergarten in comparison to ıe Connecticut Preschool enchmark and Curriculum ramework document	recognize the need outcomes and measures by dependence	Guided by NAEYC standards	_____	dependant on the program funded
annual program evaluation, desk review through the SDE/DSS annual grant review process and starting in FY2002, on-site monitoring on a scheduled basis throughout the year	School Readiness Council determines	follow licensing enforcement by licensing agency; DSS regional office staff monitor annually	DSS Child Care Team	DSS Child Care Team monitors annually

	U.S. Department of Health and Human Services/Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
Fiscal Monitoring	included in federal review; annual audit reports; semi-annual financial reports required in Region I	lead agency (state) submits annual audit reports & quarterly financial reports to DHHS; lead agency oversees the expenditure of funds of its (child care providers) subgrantees and contractors	grants office State Department of Education	grants office State Department of Education	grants office State Department of Education	see Priority School Districts→
Monitoring Activities	*site*: comprehensive onsite team approach for both program self assessment and federal monitoring *desk*: annual federal Program Information Report (PIR) provides quantitative data on program services and specifications	*desk*: lead agency must submit a quarterly case-level report of monthly family case level data of families receiving Child Care and Development Fund services	*site*: visits by State Department of Education staff; monthly report submitted	*site*: visits by State Department of Education staff; monthly report submitted	site: visits by State Department of Education staff; monthly report submitted	see Priority School Districts→
Accreditation Systems Accepted	federal Head Start monitoring; must meet performance standards for continual funding	no CCDF federal requirement; state decisions	NAEYC encouraged with State Department of Education funding support	———	NAEYC encouraged with State Department of Education funding support	see Priority School Districts→
State Licensing	centers must meet state's requirements	state must have in effect licensing requirements		———		see Priority School Districts→

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
local programs monitored by the grantee and monthly data reports submitted to grantee; grantees monitored by SDE Grants Office, annual audit and monthly data reports submitted to SDE	School Readiness Council determines	monthly reports; annual audits	monthly reports; annual audits	quarterly and semi-annual reports; annual reports
monthly data reports submitted to State Department of Education; program on-site visits by grantee and monitoring visits by SDE/DSS on a scheduled basis	School Readiness Council determines	desk: review of monthly reports; site: periodic visits	desk: review of monthly reports; site: periodic visits	desk: review of reports; site: periodic visits
NAEYC, Head Start approval, American Montessori and New England Association for School and College who meet CT Plus Standards	follows School Readiness legislation	NAEYC (applicable to selected infant/toddler contractors) and others as determined by Commissioner	as determined by Commissioner	Funds state wide accreditation; facilitation project
		required	required unless exempt	

	U.S. Department of Health and Human Services/Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
➲ Funding						
Allocation/No. of Children Served				———		see Priority School Districts→
Per Child Cost (amount and how calculated)	Connecticut average cost per child (3-5 year old)—$5,971; New England average cost per child (3-5 year old)($6,143 (amt. reflects FY '98 with no state funded Head Start children included in calculation); amount does not include non-federal share; cost varies widely by program option/design & geography	state must determine rate by conducting an analysis of market rate and considering equal access	allocation of $100,000 plus $8.5 per child to towns with 900 or more children on AFDC/TANF	———	Competitive $50,000 per School Readiness classroom	$7000- Full-day requirement $4500- Part-day requirement
Entities Eligible for Funding	non-profit, for-profit, and public agencies	state lead agency has broad authority to administer the program; lead agency may identify (with written agreement) other private or public local agencies to implement the program	Head Start grantees	Head Start grantees	Head Start grantees	public schools in which 40% or more of students are participating in the Federal Free or Reduced Lunch program

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
determined by legislature		determined by legislature	determined by legislature	
$7000-Full-day requirements $4500-Part-day requirements $2500-Extended day requirements	_____	unit rates differentiated by age category	rates differentiated by age category, type of care and geographical region	_____
List programs	School Readiness Council discretion	non-profit agencies; municipalities	licensed or exempt, profit or non-profit	non-profit agencies; municipalities, state agencies

	U.S. Department of Health and Human Services/Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
Rules on Supplanting Funds or Order Funding	USDA nutrition program first source/order; local programs encouraged to seek and maximize local, state, public & private support	funds for maintenance of effort (MOE); lead agency's plan must specify funds (macro-level estimates) allocated for direct services, quality activities, & administration	supplanting not allowed; blended funding encouraged			supplanting not allowed
Mechanisms (Grant, Contract, per)	grant award to local entity (3-year period); annual renewals & proposal submissions; EHS competitive RFPs awarded to local entities (5-year grant with annual renewals)	block grant to state; US DHHS must approved plan and any amendments within established time frames	entitlement grant; annually awarded	discretionary grant; annually awarded	discretionary grant; annually awarded	annual basis severe needs schools hav competitive grants; Mayor and Superinten-dent submit detailed plar (reviewed b School Readiness Council) for approval by State Department of Educatior
Fee Policies	fee collection for child care services permitted; no fee for Head Start services	expectation that a state establish mechanism for parent fee collection; lead agency can waive fees on a case-by-case basis for families at or below poverty and for children in protective services	same as DHHS/Head Start; can access Department of Social Services subsidies	———	same as DHHS/Head Start; can access Department of Social Services subsidies	

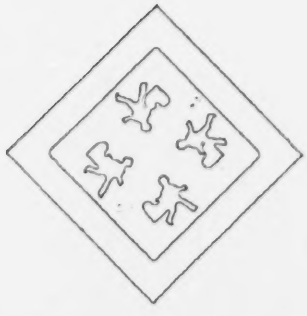
CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
supplanting not allowed	_____	supplanting not allowed	_____	_____
annual basis; priority schools receive entitlement grants; Mayor and Superintendent submit detailed plan (reviewed by School Readiness Council) for approval by State Department of Education	School Readiness Council discretion	contract based on unit rates and enrollment	certificate (voucher) based on approved payment rates and actual use	grants or contracts
all programs must collect fees with the exception that part time programs can be exempt if School Readiness Council votes to do so; parent fees charged based on Department of Social Services School Readiness Sliding Fee Scale; Child Care Department of Social Services Certificates are applicable for eligible children	_____	state sliding fee scale	state sliding fee scale based on family share concept	_____

	U.S. Department of Health and Human Services/Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
Non-Federal Share/Match Requirements	grant requires a 20% non-federal match—cash and/or in-kind services which reflect those costs normally budgeted for Head Start services	state must specify its MOE—non-federal matching funds can consist of state appropriations for child care to lead agency, private donations, and, pre-K funds (meeting specified requirements)	none required	none required	none required	
➲ **Additional Funding**						
Expansion Grants	periodic competitive federal expansions to local grantees as appropriated by Congress; grantee's must demonstrate ability to collaborate and participate with other programs to offer full-day/year-round care	additional funding to lead agency as appropriated by Congress	N/A	_____	N/A	not applicable
Opportunities for Statewide Initiatives	Administration for Children and Families/Head Start Bureau grant to state for collaboration efforts; supplements designated for particular efforts periodically available.	no additional funding: CCDF final rule encourages lead agency to explore and support linking the Head Start comprehensive model with child care; encouraged coordination with housing agencies	N/A	_____	N/A	_____

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
no required match; must show in-kind contributions	_____	no match required	no match required	_____
_____	grants to enhance quality in non-School Readiness programs, family home day care, kith and kin providers, and School Readiness programs	additional slots or new providers added as funding becomes available	_____	Added as funding becomes available
Accreditation Facilitation Program(AFP); funded by State Department of Education; CT Charts A Course	_____	providers can apply for other all state funding	_____	as determined by legislature

	U.S. Department of Health and Human Services/Administration for Children and Families (DHHS/ACF)		CONNECTICUT State Department of Education (SDE)			
			State Head Start			School Readiness
	Head Start *Categorical Grant Direct Federal to Local*	Child Care and Development Fund (CCDF) *Block grant to State*	Expansion for Full Day/Year	Quality	Extension of day/year Additional children	Severe Need Districts
Discretionary Funding	COLA and/or program improvement funds often issued yearly	earmarked discretionary grants when appropriated by Congress (limited)	N/A	_____	N/A	_____

CONNECTICUT				
Joint SDE and DSS		Department of Social Services (DSS)		
School Readiness Priority Districts				
Grants for Slot Expansion (SDE Budget)	Quality Enhancement (DSS Budget transfer to SDE)	State-Funded Centers	Child Care Assistance Program(CCAP) Subsidies	Quality Enhancements
	_____	none	_____	as determined by legislature or commissioner



QUILT--Quality in Linking Together
Early Education Partnerships

Website: www.quilt.org .

Hotline: 1-877-867-8458

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (3/2000)

p5030243